



COUNCIL  
ON

# : Social Work Education

BIMONTHLY NEWS PUBLICATION

Vol. IX, No. 1

FEBRUARY 1961

## Recruitment for Social Work Education and Practice seventh special issue



A college junior, in a summer work program at a social agency, attends an orientation lecture where he begins to learn about the health and welfare services the community offers.

# TABLE OF CONTENTS

	Page
BALANCED RECRUITMENT PLAN LAUNCHED TO INCREASE ENROLLMENT AND CAPACITY OF SCHOOLS .....	3
REPORT OF SUMMER WORK-STUDY PLAN. .... by Richard G. Lawrence	4
ROUND-UP OF ACTIVITIES OF COMMUNITY-WIDE CAREERS COMMITTEES .....	6
NASW CHAPTERS RECRUIT FOR THE PROFESSION. .... by Margaret E. Adams	9
PROGRESS REPORT ON NEW YORK CITY DEPARTMENT OF WELFARE EDUCATIONAL LEAVE. .... by James R. Dumpson	10
EDUCATION AND EXPERIENCE REQUIREMENTS FOR SOCIAL WORKERS CHANGED IN FEDERAL BUREAU OF PUBLIC ASSISTANCE, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE .....	11
ENTRANCE SALARIES PAID COLLEGE GRADUATES BY THE VARIOUS STATES IN POSITIONS IN THE GRANT-IN-AID PROGRAMS DURING THE YEAR ENDING JULY 1, 1960 .....	12
FEDERAL BUREAU OF PUBLIC ASSISTANCE REPORT OF EDUCATIONAL LEAVE ...	13
AMERICAN PUBLIC HEALTH ASSOCIATION RESOLUTION. ....	13
CAREER KITS REORGANIZED .....	13
MEETING THE NEEDS OF OUR YOUTH .....	14
by Senator Jacob K. Javits	
TASK FORCE REPORTS ON HEALTH AND SOCIAL SECURITY .....	14
ORGANIZATIONS SPONSORING 1961 SUMMER WORK POSITIONS FOR COLLEGE STUDENTS. ....	15
THE DEVELOPMENT OF SOCIAL WORK PROGRAMS IN THE CALIFORNIA STATE COLLEGES. .... by J. M. Wedemeyer	16
EASTERN COLLEGE PERSONNEL OFFICERS PRESENT RECRUITMENT MATERIALS AWARD. ....	18
STUDENT SUMMER EMPLOYMENT IN VETERANS ADMINISTRATION. .... by Roy A. Wolford, M.D.	19
REPORT ON CAREERS UNLIMITED .....	20
by Mary C. Olsen	
SOME GUIDES TO SOLVING THE SHORTAGE OF SOCIAL WORK PERSONNEL .....	21
by Charles B. Brink	
TEACHING VACANCIES FOR 1961-62 .....	23
FACT SHEET ON SOCIAL WORK AND SOCIAL WORK EDUCATION .....	24
SUMMER OF DECISION CONSTANTLY BOOKED .....	24

## BALANCED RECRUITMENT PLAN LAUNCHED TO INCREASE ENROLLMENT AND CAPACITY OF SCHOOLS

HENRY N. SACHS PROVIDES LEADERSHIP

Henry N. Sachs, long concerned about the critical shortage of qualified social workers through his membership on the Board of Directors of the National Jewish Welfare Board and the Educational Alliance, a group work agency in New York City, presented a plan of action last year to the Board of Directors of the Council on Social Work Education. Mr. Sachs, currently Chairman of the CSWE National Citizens Committee on Careers in Social Work, recommended development of a large scale plan to increase the pool of professional social workers to be financed by a "Fund for the Advancement of Social Work Education."

The plan recognized the fact that schools of social work, with current enrollment at approximately 93% of capacity, are only graduating 2,000 social workers each year despite an estimated demand of between 10,000 and 15,000 recruits needed annually. It should be noted that not all of the recruits needed are required to have professional education. Currently the fields of public welfare and corrections alone could use many more social workers than the number now being graduated. While recruitment efforts have been stepped up in the past five years, the present level of recruitment activity is still inadequate, and its expansion is limited by present school capacity.

To be effective, a coordinated plan of expansion must relate the various phases of the problem: (1) extensive public interpretation of social work; (2) expansion of scholarships and fellowships; (3) legislative action to increase governmental support for social work education and scholarships; (4) expansion of the capacity of schools of social work, including field instruction opportunities, faculty, and facilities; and (5) recruitment of more social work students.

In order to lay the groundwork for such an undertaking on the scale required, it is necessary for the CSWE first to finance a five-year developmental period in order to prepare the foundation on which to build such a program. Such a five-year program has been agreed upon by the National Citizens Committee on Careers in Social Work. It would expand the present program and at the same time set into motion the larger long term plan.

The five-year program sets forth some tentative goals to be achieved. The basic goal, around which other goals are built, is an annual increase of 10% in enrollment in schools of social work. This will necessitate corresponding increases in scholarships, school faculty, field instruction placements, and related facilities. Council experience indicates that, in addition to more scholarship aid, the most satisfactory way to increase recruitment of more students is to stimulate the development of more community-wide recruitment programs in all major metropolitan areas and to have such programs administered by full-time paid staff with strong citizen participation in the total effort. This objective calls for an additional consultant on recruitment on the staff of the Council on Social Work Education, as well as necessary additional secretarial help, travel expenses,



HENRY N. SACHS

recruiting materials and supporting services. The projected budget to finance this expanded effort is \$40,944 the first year, to reach \$45,421 by the fifth year.

When executives of national member agencies of the CSWE were called together in June 1960, they endorsed the long-range and short-range objectives and agreed to recommend financial aid from their own agencies to help get the program started. It was agreed that the CSWE would seek support at the same time from foundations and corporations to help raise the basic budget needed.

As of March 1, 1961, 14 constituent member agencies had pledged a total of \$19,450 for the first year of the program; and foundations and individuals had contributed \$13,000, for a total of \$32,450 toward the required budget reported above. Pledges for continued contributions for the next four year period total approximately \$13,500. Other contributors have indicated that favorable consideration will be given to renewed contributions totaling approximately \$2,250. Additional constituent member agencies and foundations still have the CSWE requests under consideration. Efforts are continuing to secure support from additional social agencies, foundations, corporations and individuals since it is most essential to have the needed finances to insure continuity for the five-year developmental period if the goals are to be achieved.

Mr. Sachs is gratified with results to date. He states that although progress appears slow, this is of necessity a long time undertaking as there are so many organizations involved, many of the activities require a high degree of coordination, and the educational and legislative action required is bound to take time. He recommends continuous effort, patience and dedication as necessary ingredients to carry the program forward to a successful conclusion.

(Fact Sheet on Social Work and Social Work Education is published on page 24).

# Report of Summer Work-Study Plan

SPONSORED BY THE WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION,  
THE UNIVERSITY OF WASHINGTON AND THE WASHINGTON STATE DEPARTMENT OF INSTITUTIONS

by Richard G. Lawrence  
Assistant Professor of Social Work  
University of Washington School of Social Work

The shortage of professional manpower in the mental health professions led the Western Interstate Commission for Higher Education to initiate, in 1960, a summer work-study program for undergraduate students from the region. The principle purpose was to recruit able students to educate themselves for one of the wide range of professional positions in the mental health field.

Emphasis was on recruitment, on a regional basis, to the many relevant professions and was believed to minimize the problem of interstate "raiding" of personnel and to offer the student a genuine opportunity to make a considered choice of profession. The general plan called for close cooperation between the universities and mental health facilities of the West. The Commission believed that large scale recruitment which would have appeal to young people should include the ingredients of a summer income, academic credit, stimulating and exciting teaching (using seminar and tutorial techniques), a work situation with interesting daily tasks and stimulating associations with staff, and a setting for some Western outdoor life.<sup>1</sup>

Institutional setting in the State of Colorado and the University of Colorado were chosen as the sites for the first program. The plan was coordinated through the Department of Sociology of the University and Legislature of the State of Colorado appropriated funds for payment of stipends to the students. Positions for forty students were established and applications from students throughout thirteen western states were solicited. Response was so overwhelming, that by April, it was decided to establish a second program on a crash basis. Consequently, arrangements were made with the University of Washington and the Department of Institutions, State of Washington, to work out plans. Coordination was centered in the School of Social Work at the University. Close liaison was maintained with the Commission and with the University of Colorado, which was invaluable in getting the second program started. A brief description of some of the essentials of the Washington program follows.

In line with the mandate of the Commission, the plan in Washington was to offer undergraduate academic credit (six quarter hours) for a combined work-study experience. It was established that students would spend one week on the University campus followed by eight weeks in one of ten State institutional facilities, which collectively handle problems of juvenile delinquency, mental health, and mental retardation. A tenth week was to be spent on the University campus. The Department of Institutions arranged to pay each student \$520 for the eight weeks while the student was in the agency. In ad-

dition to the principal coordinator located in the school of social work, the Department appointed an overall coordinator for all institutions, and a specific coordinator within each institution. The University provided faculty members additional to the coordinator. Students were enrolled as regular undergraduate students and paid their own tuition and personal expenses.

Faculty members were responsible for the academic aspects of the program. The first week was intended to pose the essential questions which students were to study while in their work placements. To accomplish this a series of panel-discussion and lecture-discussion periods were planned. Some substantive information about the problem areas was provided, but greater emphasis was given to essential issues of helping people with the problems. For example, panel discussions carried titles such as: "Moral, Legal or Scientific Issue," "The Institution Friend or Enemy," and "The Professional and the Place of Work." Reading assignments were made, and on the final day of the first week, the students conducted small group sessions themselves, afterwards reporting what they had derived from the week's experience and the implications of this for their field experience. Later that day, students met with the coordinator of the institution where they were to have their work experience.

The following eight weeks were spent in placement. In most instances, they were housed at the institution. Faculty members visited students at the institutions on a bi-weekly basis to discuss the relevance of the experience to the fundamental learning questions which had been posed. There had been close communication between faculty members and agency coordinators so that the educational objectives of the course were mutually understood. The coordinators planned selected activities which enabled the student to learn about social organization, personnel and clientele. Included in these activities were: attendance at staff meetings; direct work in a limited way with selected clientele; reading of client records; review of legal bases for programs; personal contacts with different departments and personnel within the agency; conferences with representatives of other agencies which provided related experiences; and reading assignments of appropriate literature. Regular weekly conferences were held with students by the agency coordinator to discuss and clarify the nature of the experience. Although there was variation as to whether the student was assigned to one or more departments in the institution, one principle person was constantly responsible for his experience. Each student also was enabled to get an over-view of all departments and kept a log in which he recorded the relevance of his

<sup>1</sup>Western Interstate Commission for Higher Education. *Summer Work and Study in Mental Health for College Undergraduates and Graduates*. (Mental Health Project Staff Memorandum, Mimeographed) Boulder, Colorado, September 14, 1959.



experiences to his increasing understanding of concepts pertaining to the helping professions. Furthermore, work was begun on a term paper in which he conscientiously attempted to relate his experiences to the questions which had evolved earlier.

Early in the final week, a visit was made to the State Office of the Department of Institutions to enable the student to place his particular program in the perspective of the larger plan. Also, visits were made to other institutions dealing with problems other than the one with which the student had been concerned primarily. On-campus sessions were held in which students, through group representatives they themselves designated, summarized and integrated the experience from their perspective. Faculty members assigned grades on the basis of the required oral and written reports and a report from the agency coordinator which reflected student progress in reference to stated purposes.

The prime purpose of this undertaking was to recruit able young men and women to the "helping" professions. Participants of this program were selected on the basis of their academic records and their interest in informing themselves further of this area of human endeavor. Transcripts, letters of reference and a personal statement were the devices used in making choices for the forty positions in the Washington program. Individuals reflecting gross maladjustment were ruled out. In total, the caliber of intellectual capacity and personal adjustment was very high. Faculty members in reviewing the program, concluded that the educational emphasis given to the plan greatly stimulated the students. It in no way made the program too formally academic; in fact, identification of students with problem, program and group occurred rapidly and was a phenomenon which had to be watched in order to utilize it effectively in the learning process. It is too early to assess the results of the program. Several students verbally indicated that the program strengthened or changed career objectives in the direction of the helping profession. Some few who had received their baccalaureate degree immediately prior to the summer program, actually modified career objectives and obtained job positions or entered professional schools related to the helping professions. However, a research study under the auspice of the *College Volunteer Study Project* of Cambridge, Massachusetts, utilized this program as one of its samples and it will be interesting to see what is revealed subsequently. The faculty at Washington also conducted some studies which will be elaborated in future years.

In summary, the following criteria were established as objectives of the course and principles of instruction. These also apply to a course which is provided as a regular part of the undergraduate major in social welfare at the University of Washington.

#### Objectives of the Course:

1. To supplement the liberal education objectives of the total major by providing the student an opportunity for "first-hand" understanding of
  - a. The existence and nature of particular social and individual problems.
  - b. The cultural, "social situational" and psychological factors which have precipitated social dysfunction and the need for social welfare service.
  - c. Structure of agencies as it is established to meet need and provide service including: actual agency organization and activity; roles of the various personnel in the agency including the clientele; mandate of the agency as attributed by the community; relationship of this agency and its personnel to the total constellation of community services; the relation of professional social work to the service offered.
2. To further the replacement of a traditional orientation toward social problems and social welfare services.
3. To enable the student to make a beginning evaluation of problems associated with the organization and administration of services as they relate to human need.
4. To enable the student to perceive clients not only as a clinical entity, but as live individuals functioning in the social structure.
5. To enable the student to make an assessment of professional practice positions in the field of social welfare, and to evaluate his own interests and capabilities in relation to these.

#### Principles of Instruction:

1. The experience in the agency is educational rather than job-focused.
2. Emphasis is on the meaning of the experience and its analysis rather than the development of skill. Emphasis is on the "why" and "what," not on the "how." The activities selected are carefully related to the predetermined learning goals and the choice of agency for the experience is similarly related.
3. The experiences are selected from the range of available experiences within the normal functioning of the agency, which makes material available to the student for analysis. None of the activities are isolated artificial experiences.
4. A pattern of consultation by the academic faculty member to the field agency coordinator is well established in order that educational objectives are continuously interpreted and reviewed.
5. A regular pattern of student conferences with the academic instructor is established in order that educational goals are not diffused by the dynamic and stimulating quality of the agency experience.
6. A system of written and oral reports relating to the established objectives has been established and is understood by students and agency coordinators.

# ROUND-UP OF ACTIVITIES OF COMMUNITY-WIDE CAREERS' COMMITTEES

The activities of the eight community-wide recruitment programs are so varied and extensive that it was not feasible to report fully on each individually. This "round-up" by our editor is an attempt to give a broad view from all the reports of the many directions in which a recruitment program can move. Certain cities have developed methods which, thus tested, can be valuable guides to other localities in extending their programs. They have been highlighted in this synthesis. Since the summer work experience has proved fruitful for all the programs, this aspect of recruitment has been emphasized. Although not all the activities of each local program are included, this should not be construed to mean that they are not being carried forward. Selection of material was made to publicize new ideas, to record progress over a period of years and, unfortunately, to keep within space limitations.

— Mary R. Baker  
CSWE Consultant on  
Careers in Social Work

## HIGH SCHOOL AND COLLEGE PROGRAMS

Planning programs for high school and college students is basic to the work of all the community-wide committees on careers in social work. Programs featuring films, speakers, or panels, exhibits and tours of agencies are made available to students with the majority of these programs taking place at the school. In many cities the chapter of the National Association of Social Workers takes over certain aspects of the recruitment program in a coordinated effort with the Careers Committee. In Philadelphia, the Speakers Bureau was recruited and trained by the NASW Recruitment Committee and has proved to be most effective in both college and high school programs.

In other communities, relationships are being developed with the schools' committee of the united fund or welfare council to have speakers point to social work as a career in talking with students in both junior and senior high schools. Speakers are selected who present an "image" of the profession that is appealing to this age group and with whom the students can identify. High school students are encouraged to participate in volunteer work in order to gain some first-hand knowledge of the function of social agencies. Communities have learned that a young person's interest in social work frequently comes through an experience with a volunteer job. In recruitment, it is necessary to think in long range terms—to interest high school and college students, faculties and parents in the field of social work, to help students get the necessary training and education. A community approach which utilizes both professional and lay persons is vital in recruitment.

Although schools are interested, Recruiting Committees report that they do not take the initiative in making use of the resources available about the social work profession. It is apparent that the Committee needs to suggest ideas to schools and continue personal contacts with school faculties. A problem which is a baffling one is how to get the story of the challenging and satisfying aspects of social work to able high school boys and college men. Although SUMMER OF DECISION is helpful, when the film is scheduled for a career day program along with other careers, only a few boys show up and frequently some of these are not among the better students. Somehow a way must be found to reach young men with the story that salaries are going up and that the difficult problems in these times are begging for solutions by able men as well as women.

The Philadelphia Committee on Careers in Social Work has compiled suggested readings in the fiction field for college students which give some insight into the psychology of human relations and the growth for development of individuals. A popular style non-fiction book list was also prepared on race relations, mental health, crime and delinquency and so on. Another section in the bibliography gives descriptive information about the practice of social work. A similar bibliography of fiction and non-fiction has been made available to the Philadelphia high schools. One list is about *social work and social workers* and the other list largely includes fiction on race relations, prejudice, foreign communities and the adjustment of minority groups.

Recruitment at the college level by the Social Work Recruiting Committee of Greater New York is considered a direct procedure featuring the positive ingredient of actual field experience. The Committee continues its work of channelling information about social work careers to students in 36 four-year liberal arts colleges in the New York area reaching them through class sessions, club meetings, career day programs and education-for-citizenship activities.

In the past year for the first time, coordinators worked in the outlying counties adjacent to New York City, on the high school level, with guidance counselors, vocational advisors and interested teachers to reach the "social workers of day after tomorrow." Kits of material were especially designed to facilitate the work of these coordinators who arranged showings of SUMMER OF DECISION or set up special programs for assemblies, provided experts for panel discussions, participated in career days and held conferences with guidance personnel.

## SUMMER WORK EXPERIENCE PROGRAMS

The primary purpose of the Summer Work Experience program is to provide selected undergraduate college students with the opportunity to become personally acquainted and identified with social work through a paid summer work experience. Each Careers in Social Work Program, however, has a somewhat different focus ranging from a clearly designed work experience to one which is in essence an undergraduate field placement for the student. One city recruits students who are then interviewed, selected and paid by the social agencies involved in the program. In another community

the funds for Summer Work Experience are administered directly by the Community Chest and the student is assigned by the Director of the Careers Program to an agency participating in the plan. Despite these wide variations in selection, source of funds, and training goals, all the programs seem to have an equally measurable record of success.

Responsibility for the 1959 Chicago Summer Work Experience Program was assumed by the Careers in Social Work Department of the Welfare Council. A conference group composed of 14 lay and professional members helped plan and administer the program. From a total of 124 applications, 52 students were placed in 33 casework and group work agencies. Supplementary funds in the amount of \$10,000 were obtained from the Woods Charitable Fund Inc. and the Chicago Community Trust. The program ran for a period of eight weeks. Four group sessions were held on three days to supplement the students' day-by-day work experience in the agency. The 1960 Summer Work Experience Program was equally successful and plans are underway for the 1961 program. A major problem involves the financing of these positions on a permanent basis. Toward this end, Chicago agencies were requested to include provision for student positions in their 1960 budgets. A second area needing close attention is that of social group work placements, particularly around selection of the student to attend the group meetings. Duties delegated to the students as well as the caliber of supervision were in the main most satisfactory. There is need as the program expands to develop additional placements in the settings currently available as well as in new areas. The amount of staff time consumed by this program is much greater than anticipated. The promotion and operation of a successful summer work program could well be a full-time year-around assignment.

Boston has developed a guide to agency supervisors of students of the Summer Work Project that has proved helpful in preparing the agency staff for the students' arrival; preparation of assigned work for the student and with some guide lines about what should be included in the content of the work experience. In the 1960 Project, students were employed in social agencies for eight to ten weeks at salaries averaging \$45 per week in casework agencies and at the going rate for summer employees in group work agencies. Faculty from schools of social work and leading practitioners presented information about social work education and career opportunities in the field of social work.

The demand for this kind of "testing" experience for college sophomores and juniors to explore social work as a profession has grown tremendously since its introduction in 1956. Approximately 65 per cent participating in this organized summer work experience have gone on to graduate school or obtained pre-professional positions in the social welfare field.

In the 1960 Summer Experience in Social Work Program in New York City, 468 students applied and of these 197 from 76 colleges were selected by 61 agencies. The program will expand as a greater number of agencies are brought into the sponsoring group. At the end of the summer in 1960, agency staff members working with students were, for the most part, favorably impressed with their performance on the job. Forty-seven of the 76 students engaged in the program were highly recommended as good potential candidates for the field

of social work. Each year for the past five years, two-thirds of the group have either gone into pre-professional social work jobs or have entered schools of social work. A Steering Committee, composed of representatives of agencies and colleges, reviewed the summer field experience program and recommended that in the recruitment effort attention be shifted away from direct work with students to more direct work with agencies and colleges in order to develop and strengthen the undergraduate field placement program.

Activities such as providing films, speakers and pamphlets to initiate an interest in social work are essential to the program according to the Pittsburgh Committee. Agency visits and interviews with social work practitioners and educators are also arranged. However, to learn about a career is one thing, to try it out is another. The Summer Jobs project has selected college students and it has proved to be by far the most successful activity in Pittsburgh. Of the 27 students enrolled in the 1958 and 1959 summer project, 17 have selected social work as a career.

A larger group of students participated in the Summer Jobs program during the summer of 1960. Positions in group work and community organization agencies have been added as well as a greater variety of casework positions. Again this coming summer, the University of Pittsburgh School of Social Work will conduct seminars for all students in the program. Since the launching of the Careers in Social Work program, the mutual interests of schools and CSW have become more evident. The desire of counselors and advisors to help students thoroughly explore careers for which they appear suited, and the desire of CSW to introduce social work to those students suited for the profession, have resulted in cooperative efforts.

In the summer of 1959, nine Cincinnati agencies employed eleven students for an eight week period with satisfactory results. While the summer program takes considerable staff time, it is a project which produces the most in tangible results. Three to four times more students apply for such placement than there are opportunities. The calibre of students is high and the choice is difficult. One of the main obstacles in expanding the program is locating agencies which have sufficient money and supervisory staff to make this an educational and satisfying experience. In addition to placing students during the summer, there are plans to expand by providing group seminars for selected students who will be doing volunteer work in social agencies in Greater Cincinnati. Of the students who applied last year for summer work 6 are, or hope to be, employed in social work this coming year. Two are applying for graduate training and 15 who are still in college are maintaining their interest in the social work field.

The first Summer Work Experience Program was conducted in the Rochester area during 1960, and financed from the Community Chest to pay the salaries of 16 college students placed in local chest agencies. Eight sessions were held weekly as an orientation lecture series. The topics included—Broad Community Social Service Planning; Relationship of Public to Private Agencies, and Case Presentations in both group work and casework. Upon completion of the program, 9 students selected social work as their career.

The Summer Work Experience Program has received major attention in Philadelphia and is the most



(Continued from page 7)

comprehensive detailed recruitment effort undertaken by their Careers Program. Because the Program is characterized by direct student participation, its recruitment potential is high. Best available estimates indicate that one out of two students participating eventually has become a social worker.

The Philadelphia Field Experience Program is a companion piece of the Summer Experience Program and is a participation experience involving local college students in pre-social work or sociology courses. They receive field work experience under supervision through a volunteer assignment for course credit ranging from a few hours to a full day per week in local agencies throughout the school year.

#### SURVEYS

Cleveland has completed the fourth of its series of surveys on social work positions and vacancies. The purpose of each survey is to determine the extent of the need for additional social workers and the areas of service in which the need appears. Following the pattern of previous surveys, the latest one covered full and part-time social work positions in Greater Cleveland social agencies and the vacancies in which funds for salaries were available. The main objective of the survey was to take a look at the number of vacancies. It was noted that 38 agencies out of a total of 83 reported vacancies. Eight and one-half per cent of the social work positions in Cleveland for which money was available were vacant on January 1, 1960. It should be pointed out that the percentage figure does not indicate a true picture as there are many positions that would be filled by trained people if they were available, indicating that there is a continuous need for qualified social work personnel.

#### INFORMATION AND COUNSELING SERVICE

The various Careers Committees provided counseling service where hundreds of people are interviewed—students, career advisors and parents—who are inquiring about jobs, graduate study, fellowships and scholarships. The Committees work directly with colleges, junior and senior high schools and summer camps by speaking to students and groups about careers in health and welfare agencies and by placing undergraduates in agencies as part of their study program. Questions such as these are frequently asked: "I am a psychology major. Is there a place for me in social work?"... "My father disapproves of social work as a career. What kind of information is there to help him understand the field today?"... "If I get a scholarship, do I have to take a job in the agency that provides the scholarship?"

The counseling staff feel a keen responsibility for meeting requests from students for personal office interviews around social work careers. The counselors believe that there is nothing more effective than the personal attention and concern to be shown to these potential social workers.

During the past year, through volunteers, informational kits on social work were distributed in Cincinnati to the 87 high schools in the five county area surrounding the city. Aids in the way of speakers, films, and displays to help counselors explain social work were offered. Through correspondence, contact was continued

with the fourteen colleges in the vicinity and contact was initiated with forty other colleges where Cincinnati residents are in attendance. A brochure QUIZ FOR YOUNG PEOPLE was written to attract the attention of young people to the field of social work. When the brochure was introduced, a press conference was held for editors of high school newspapers and a contest was sponsored for the best feature article on social work in a high school newspaper.

#### USE OF CSWE FILM—SUMMER OF DECISION

The film is being widely used with college and high school students. Although initially designed for senior high school and college students, the film has had wide acceptance and produced excellent results on the junior high school level. Guidance counselors report that junior high school students come away from the film with a positive image of social work where no image, or even a negative image, may have existed before.

Career Committees also see its value as a means of education for parents. Many parents do not encourage their children to select social work as a career because of the still prevalent stereotyped concepts of the work. Committees plan to extend the use of the film in the community via P.T.A.'s and other civic organizations. (For further information on the uses being made of the film see SUMMER OF DECISION CONSTANTLY BOOKED, p. 24).

#### REFRESHER COURSES

To offer one solution to the problem of the shortage of trained social workers the Boston Social Work Careers Program is stimulating a return to the field of former social workers who left because of marriage. In surveying the Metropolitan Boston area, 112 women expressed interest in a refresher course either immediately or within the next two years. As a result, two seminars are currently being given, one on social case-work at Simmons College School of Social Work, and one on growth and development at Boston University, School of Social Work. There is already a growing list of those interested in similar courses and these inquirers are being referred to the four local schools of social work which have given great support to this project.

The task of locating non-active social workers in the Philadelphia area to arrange for refresher courses at local graduate schools and stimulating agencies to consider employing qualified workers on a part-time basis is a difficult one. A concise program, however, has been clearly mapped out by a Pilot Study in Montgomery County. By June 1961, the major aspects of this effort will be completed. The Advisory Committee has endorsed the program aspects which involved the location of these workers and in stimulating agencies to employ the workers so identified.

#### AGENCY TOURS

In the past year, thousands of students have been introduced to social agencies and social workers as a result of agency tours. This first exposure to an agency program frequently results in an interest in volunteer work by both students and teachers.

(Continued on page 20)



# NASW CHAPTERS RECRUIT FOR THE PROFESSION

by Margaret E. Adams  
Associate Executive Secretary  
NATIONAL ASSOCIATION OF SOCIAL WORKERS

National Association of Social Workers Chapters, covering as they do all fifty states of the United States and the Commonwealth of Puerto Rico, provide a big net to catch candidates for the profession. For most chapters, recruitment is a planned priority. For those who have not consciously planned extensive activity, recruitment is often forced upon them by demands from schools and colleges, vocational counselors and young hopefuls. Chapters busy with programs designed to interpret the profession to the public, or to raise employment standards, or improve professional practice, find themselves on the receiving end of questions about career opportunities in social work. All this adds up to the fact that recruitment for the profession, in one form or another, absorbs more time and effort of more NASW members than any other activity.

What do they do? A wide range of projects, from speaking at a career day to designing and manning a booth at the State Fair. Here are a few examples, typical of chapter recruiting efforts from Anchorage to Miami!

Community-wide recruitment programs: NASW Chapters have participated, sometimes as the initiators, in the development of community-wide recruitment or "Careers in Social Work" programs in New York, Cleveland, Pittsburgh, Philadelphia, Chicago, Cincinnati, Massachusetts. The Pittsburgh program, for example, was sparked by the recruitment committee of the Southwest Pennsylvania Chapter. Careful groundwork with the Welfare Council and the University of Pittsburgh Graduate School of Social Work led to a meeting of agency executives and board members, faculty of undergraduate and graduate schools and NASW members. The chapter, council and school were sponsors. The Community Careers Program, launched that night, is now an experienced going concern. The Metropolitan Washington, D. C., and Los Angeles Area Chapters are currently working toward this goal.

The establishment of a community program is only the beginning. In most instances, it has accelerated NASW activity. Chapter representatives serve on the Board or Administrative Committee. In one such program, the chapter is responsible for a Speakers' Bureau. In another, it maintains active relationships with each of the nearby undergraduate colleges (using an NASW member who is an alumnus as the contact). In another, the chapter recruits its members to serve in a variety of capacities in the community-wide program.

Summer work experience for college students: Persuading social agencies to find jobs for college students to test out their interest in social work is famous as an achievement of the community-wide recruitment programs in metropolitan areas. It is less well known in smaller places, but NASW Chapters in Tennessee, Ohio, Oregon and Kansas have proved it can be done. One small chapter boasts of sending 19 young people on to schools of social work as a direct result of 21 summer placements, engineered by the NASW Recruitment Com-

mittee. The chapters, in each case, planned seminars, agency visits and social events to supplement learnings from the work in the agency.

Participation in teaching undergraduates: Aware that a live, attractive, professionally well satisfied social worker in action is a strong magnet, a number of chapters have worked with local undergraduate colleges that offer a course in the field of social welfare. A committee of the chapter selects members to visit the course to tell about their work, or may upon request suggest a well-qualified member to teach the entire course. A few years ago, the Eastern Oklahoma Chapter agreed to plan and conduct such a course for Tulsa University. Classes were conducted, in rotation, in conference rooms of several agencies. Chapter members formed a committee to plan the content and sequence of course material, select faculty from the chapter membership and work with the responsible department in the University. A pleasant by-product, apart from its success educationally and as a recruitment project, was that the fee usually paid an instructor went into the chapter treasury! (It was spent for recruitment materials.)

In Dallas, the NASW recruitment committee got lists of psychology and sociology students in three local colleges. A letter, enclosing a copy of "Should You Be a Social Worker," went to each student. Personal interviews and agency visits were arranged on request, and the committee answered letters and telephone requests for more information. This committee also sent letters and material to be posted on house bulletin boards to the presidents of all college sororities and fraternities in the area.

High schools: Making the profession of social work visible to teen-agers is the preoccupation of many chapters. NASW speakers for high school career days go out by the hundreds; the play DECISION and the film SUMMER OF DECISION have been shown countless times; chapters have held institutes for vocational counselors and provided recruitment materials for their offices and school libraries, and made agency visits and volunteer jobs available for high school students.

Art show: The Mohawk Valley, N. Y. Chapter exploited the artistic excellence of photographs depicting social problems for recruitment purposes. Hung in a local gallery, the photographs provided a moving background for discreet distribution of recruitment brochures. Art and social studies teachers encouraged their students to visit the exhibit. The public library featured a display of social work books during the period of the showing.

Newspapers: Western New York NASW responded to a letter from a student, published in "Everybody's Column" in the Buffalo Evening News, to interpret social work as a career and publicize information about professional education, scholarships and stipends.

(Continued on page 10)

(Continued from page 9)

Two or three chapters arranged for publication of feature articles about prominent members of NASW, describing their careers, their reasons for choosing social work, their satisfactions and their personal qualities.

Self-perpetuating Speakers' Bureau: Northern Colorado is never without good NASW speakers for college and high school groups. The recruitment committee first tapped several teams of two—a young man and a young woman on each. These teams were trained in the area of making social work (and themselves) attractive to youthful audiences. After filling several engagements, each team recruits and trains another team of two, who do likewise, on and on, successfully.

Student members of NASW: These are among the most productive recruiters. Last year, the Middle Tennessee Chapter placed the responsibility for its total recruitment program in the hands of student members, who did a bang-up job and enjoyed doing it.

Cooperation with other organizations: Health Careers, Mental Health Week, Jane Addams' Centennial celebrations gave many chapters a chance to present social work to new audiences. *Regular participation in programs sponsored by several organizations is a must to keep the recruitment circle widening, chapters report.*

Get them where they are: Many NASW Chapters cover large geographic territories, several counties or a whole state. To reach potential applicants for schools of social work, recruitment is decentralized. The Golden Gate, California Chapter, to name one, has a recruitment committee in each of its six counties. Resources are pooled and programs coordinated centrally, but activities are tailor-made by NASW members in each county for that particular county.

The Student Round-Up is a traditional annual event in Houston. The Texas San Jacinto Chapter is week-end host to college students from miles around who see agencies, discuss professional opportunities, and just relax with friendly chapter members.

The State Youth Organization provides a special target for the South Central Wisconsin Chapter. Sponsored by a Governor's Committee, the Youth Organization has district meetings. NASW is at each meeting with an exhibit of social work career materials.

NASW Chapters in Virginia traditionally plan a student day at the State Conference of Social Work. Over a hundred undergraduates from all over the state attend to learn about social work, career planning and professional education.

Elements in Successful Recruiting: Chapter Recruitment Committees agree that success in recruitment require involving many members in their activity, and encouraging every member to find and use opportunities to share his enthusiasm about social work with young people. Most chapters report that they need give-away materials in larger quantity, but less variety; more visual aids; more evidence of the comparative effectiveness of various recruitment methods; and, above all, more time and energy to put their good recruitment ideas into action.

## PROGRESS REPORT ON NEW YORK CITY DEPARTMENT OF WELFARE EDUCATIONAL LEAVE

Letter To The Editor  
SOCIAL WORK EDUCATION

I was pleased to hear that you had expressed interest in what the Department of Welfare has been able to accomplish in the way of educational leave for its social service staff. In this 1960-61 education year we have 49 staff members attending graduate schools of social work full time under several scholarship arrangements.

We have been most fortunate in the encouragement and financial assistance we are receiving from the New York State Department of Social Welfare which has allocated sufficient Federal Child Welfare Service funds to us to meet full tuition, related educational fees, and full salary for 25 members of our Bureau of Child Welfare staff, enabling them to enroll in the regular professional program of school attendance and field work placements in graduate schools of social work located as far west as Chicago, and as far south as Washington. Also we are in receipt of an additional allotment of \$5,000 from the New York State Department of Social Welfare which has enabled four members of our Bureau of Public Assistance staff to enroll in local schools of social work where they are receiving grants sufficient to meet tuition and educational fees on a full time basis.

In addition, this year 25 members of the social service staff of the Bureau of Public Assistance are receiving full time training in a cooperative work study program between the Department and regular attendance at one of the schools. Payment of full salary is continued to these students, who meet their own educational fees.

The graduate schools of social work in the metropolitan New York area make available to staff members of the Department reduced rate tuition scholarships for part-time students. These were awarded to 260 of our employees for the fall-winter term of 1960.

Several of the schools have student field placement units in the Department. This semester there are 46 students in seven units located in our welfare centers.

While this kind of extensive educational leave program creates administrative problems, as everyone recognizes, nevertheless all of us are taking pride in what we consider to be a good start toward raising the level of training of our staff. In this, we are most appreciative of the help we are receiving from the New York State Department of Social Welfare and the Children's Bureau.

Sincerely yours,

James R. Dumpson, Commissioner  
Department of Welfare  
The City of New York

### SOCIAL WORK EDUCATION

Bimonthly News Publication  
Council on Social Work Education, Inc.  
345 East 46th Street  
New York 17, N. Y.  
Ruth E. Smalley, President  
Ernest F. Witte, Executive Director  
Alice S. Adler, Editor

# EDUCATION AND EXPERIENCE REQUIREMENTS FOR SOCIAL WORKERS CHANGED IN FEDERAL BUREAU OF PUBLIC ASSISTANCE, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

## PROFESSIONAL EDUCATION REQUIRED IN PUBLIC WELFARE

The Bureau of Public Assistance in the Department of Health, Education, and Welfare, has now by example set the standard for graduate education in its field of public welfare with the issuance of a new civil service examination announcement (No. 251 issued December 13, 1960). The Civil Service Commission has officially set the standard of education for social worker positions, both generalists and specialists, as the completion of a course of study in an accredited school of social work which fulfills all the requirements for the master's degree in social work. This increases the education requirement beyond the one year established in 1950 and which continued until the current announcement.

The education standard established for public assistance advisers by the Federal Government will support the progress made by many State agencies in establishing higher educational standards for workers in the public assistance field. Many State public welfare agencies now use, particularly in administrative and supervisory positions, staff who are fully qualified from the standpoint of professional education. For this reason, it is sound for the Federal Government and the State governments to utilize staff with equivalent backgrounds in the areas of program development.

The break-through with respect to qualifications standards by the Federal Bureau of Public Assistance also includes a broader base of acceptable qualifying experience.

## FEDERAL CAREERS IN PUBLIC ASSISTANCE

New opportunities are opening up for social workers to participate in the development of far-reaching welfare programs at the national level. The Bureau of Public Assistance, in the U. S. Department of Health, Education, and Welfare, Social Security Administration, has been assigned new and significant responsibilities under the 1960 amendments to the Social Security Act. The Bureau expects to employ additional social workers and others to help fulfill these responsibilities.

The Federal Government, in cooperation with the States, has been helping needy individuals and families since the early depression days of the 1930's. The Social Security Act, passed in 1935, established categorical public assistance. Since then, the Act has been repeatedly amended to strengthen the Federal responsibilities of helping the States to finance their programs and to broaden their scope.

## GROWING RESPONSIBILITY FOR HUMAN WELFARE

The 1960 amendments stress the necessity of aiding aged persons to obtain medical care. The legislation makes additional Federal money available to help the States pay the medical costs of persons receiving old-age assistance. Furthermore, it establishes a new

Federal-State program, Medical Assistance for the Aged. Under this program, Federal grants-in-aid help the States to pay the medical care costs of elderly persons who do not receive old-age assistance but who cannot pay for necessary medical care.

The Bureau of Public Assistance administers the Federal responsibility for these programs. But the 1960 amendments are only the latest legislation to increase Bureau activities. The 1958 amendments classified and emphasized the provision of social services to help needy adults to live more independently, and to strengthen the family lives of aid-to-dependent children families. The Bureau through its professional staff, is helping State and local public welfare agencies to achieve these public assistance goals.

## CHANGES IN QUALIFICATIONS FOR BUREAU PROFESSIONAL POSITIONS

Important changes in both experience and educational qualifications have just been announced by the Bureau which broaden very substantially the group of social workers who are eligible for Bureau positions.

Until December 1960, rather extensive work experience in the public assistance programs was always required. In an effort to draw more widely from among professional social workers with other valuable experience, public assistance experience as such is no longer a necessary qualification. Instead, the requirements call for experience "in a public or voluntary welfare or health agency with an organized social work program." Under the revised requirements, many social workers who were not previously eligible may now qualify for Bureau positions.

On the other hand, the education requirements have been increased from a minimum of one year of graduate social work training to completion of "a course of study...which fulfills all the requirements of the master's degree in social work."

## OPENINGS IN MEDICAL CARE AREAS

In addition to openings in most of the Bureau's long-established program areas, employment opportunities are expected to occur in the Bureau's new Division of Medical Care Standards. The Bureau of Public Assistance has responsibility for the new program of Medical Assistance for the Aged authorized in the last session of Congress. The Bureau is establishing a new Division of Medical Care Standards. Medical social workers and social workers in the administrative policy and research areas will be needed to place the program into effect throughout the United States. The Division is to assist the States in extending the scope and content of their medical care provisions for the aged and in improving the quality of such care, including rehabilitation services and the prevention of illness and infirmity. The Division is to conduct studies dealing with the provision of

(Continued on page 18)



# ENTRANCE SALARIES PAID COLLEGE GRADUATES BY THE VARIOUS STATES IN POSITIONS IN THE GRANT-IN-AID PROGRAMS DURING THE YEAR ENDING JULY 1, 1960<sup>1</sup>

This report released November 21, 1960 summarizes information submitted in connection with the survey of entrance salaries paid by the various states in classes of positions in state grant-in-aid programs, including employment security, public welfare, public health, mental health, and vocational rehabilitation, for which college graduation without experience meets the qualification requirements.

## SCOPE OF SURVEY

The summary includes salary data received from 45 states and the District of Columbia. The following States are not included in the summarized data: Illinois, Indiana, Michigan, Ohio and Wisconsin.

The salary data submitted related to those classes of positions (1) in which there had been active recruitment during the year ending July 1, 1960, and (2) in which the recruitment emphasis was on attracting college graduates without experience. Active recruitment for this salary survey was defined as including a class in a regular examination announcement, listing a class on a continuous recruitment bulletin, or recruiting for a class by the central personnel agency or a program agency through special brochures, paid advertising, or other media.

In order to provide a more uniform basis for the selection of classes, and for analysis of the salary data, two broad categories were used, (1) Engineering, Physical, and Biological Science Classes, and (2) Administrative and Social Science Classes, with the following definitions:

### ENGINEERING, PHYSICAL, AND BIOLOGICAL SCIENCE CLASSES:

Classes which require only a Bachelor's Degree, usually in engineering, or a physical or biological science; or which contemplate recruitment at this educational level, but permit the substitution of appropriate experience for education. These are generally the entry level professional classes in a series and are used by agencies for recruiting inexperienced college graduates. Some of the typical titles of positions in this group are engineer, chemist, audiometrist, bacteriologist, nutritionist, microbiologist, and laboratory specialist.

### ADMINISTRATIVE AND SOCIAL SCIENCE CLASSES:

Classes which require only a Bachelor's Degree in any field or in a field other than engineering or a physical or biological science; or which contemplate recruitment at this educational level, but permit the substitution of

appropriate experience for education. These are generally the entry level professional classes in a series and are used by agencies for recruiting inexperienced college graduates. Some of the typical titles of positions in this group are accountant, statistician, caseworker, labor market analyst, librarian, psychologist, health educator, and personnel technician.

## SURVEY OF DATA

The lowest entrance rate for college graduates in any of the Engineering, Physical, and Biological Science Classes varied among the states from \$3,000 to \$5,760. Twenty-three states had entrance rates between \$3,000 and \$4,000. Sixteen states had entrance rates between \$4,000 and \$5,000. Four states had entrance rates in excess of \$5,000. The median of the lowest entrance rates paid in this category of classes was \$3,960. The mean of the lowest entrance rates was \$4,113.

The classes of positions indicated as having the lowest entrance salary in the states in the category of Engineering, Physical, and Biological Science Classes included 18 sanitarians, 11 chemists, 9 bacteriologists, 6 laboratory technicians, 6 public health nurses, 4 microbiologists, 4 industrial hygienists, 3 nutritionists, 3 engineers, and 21 other classes with miscellaneous specialties.

The highest entrance rates for college graduates in any of the Engineering, Physical, and Biological Science Classes varied among the states from \$3,000 to \$7,200. Four states had entrance rates in excess of \$6,000. Twenty-three states had entrance rates between \$5,000 and \$6,000. Fourteen states had entrance rates between \$4,000 and \$5,000 and two states had entrance rates between \$3,000 and \$4,000. The median of the highest entrance rates was \$5,232. The mean of the highest entrance rates was \$5,049.

The classes of positions reported as having the highest entrance salary in the states in positions in the category of Engineering, Physical, and Biological Science Classes included 35 engineers, 5 bacteriologists, 4 chemists, 4 sanitarians, 3 microbiologists, 2 laboratory technicians, and 9 other classes with miscellaneous specialties.

The lowest entrance rates for college graduates in any of the Administrative and Social Science Classes varied among the states from \$2,772 to \$5,760. Three states had entrance rates less than \$3,000. Twenty-nine states had entrance rates between \$3,000 and \$4,000. Thirteen states had entrance rates between \$4,000 and \$5,000, and one state had an entrance rate in excess of \$5,000. The median of the lowest entrance salaries was \$3,600. The mean of the lowest entrance rate was \$3,698.

The classes of positions indicated as having the lowest entrance rate in the states in positions in the category of Administrative and Social Science Classes in-

<sup>1</sup>Full report available from Department of Health, Education, and Welfare, Office of Field Administration, Division of State Merit Systems.

cluded 31 social workers, 13 interviewers, 7 accountants, 3 statisticians, and 20 other miscellaneous classes.

The highest entrance rate for college graduates in any of the Administrative and Social Science Classes varied among the states from \$3,340 to \$6,720. One state had an entrance rate in excess of \$6,000. Four states had entrance rates between \$5,000 and \$6,000. Thirty-two states had entrance rates between \$4,000 and \$5,000. Eight states had entrance rates between \$3,000 and \$4,000. The median of the highest entrance rates was \$4,380. The mean of the highest entrance rates was \$4,435.

The classes of positions reported as having the highest entrance rate in the states in positions in the category of Administrative and Social Science Classes included 14 social workers, 9 accountants, 7 interviewers, 6 personnel officers, 6 statisticians, 3 rehabilitation counselors, 2 auditors, 2 venereal disease investigators, and 17 other miscellaneous classes.

Some states reported several classes of positions having a uniform entrance rate. In other states a modal entrance rate can be identified. In both of these situations, the state would appear to have established a general salary pattern for college entrance classes.

In other states, where there was limited recruitment during the year covered in college entrance classes, either because of low turnover or for budgetary reasons, few classes or only one class was reported, and hence the salary may or may not be representative of the college entrance classes generally in that state.

**FEDERAL BUREAU OF PUBLIC ASSISTANCE  
REPORT OF EDUCATIONAL LEAVE, FISCAL YEARS  
1960, 1961, AND UNDER PRESENT PROVISIONS  
FOR FISCAL YEAR 1962<sup>1</sup>**

The following report, encompasses the 50 states, District of Columbia, Guam, Puerto Rico, and the Virgin Islands.

**FISCAL YEAR 1960  
EMPLOYEES ON EDUCATIONAL LEAVE**

Total	With Salary and/or other Expenses	Without Salary and/or other Expenses	Total Expenditures For Educational Leave
467	361	106	\$849,605

**FISCAL YEAR 1961 ESTIMATE  
EMPLOYEES ON EDUCATIONAL LEAVE**

Total	With Salary and/or other Expenses	Without Salary and/or other Expenses	Total Expenditures For Educational Leave
520	419	101	\$1,067,112

**FISCAL YEAR 1962 UNDER PRESENT PROVISIONS  
EMPLOYEES ON EDUCATIONAL LEAVE**

Total	With Salary and/or other Expenses	Without Salary and/or other Expenses	Total Expenditures For Educational Leave
734	615	119	\$1,738,446

<sup>1</sup>Prepared by Department of Health, Education, and Welfare, Social Security Administration, Bureau of Public Assistance -- December 2, 1960.

**FINANCIAL ASSISTANCE FOR  
EDUCATION PROGRAMS**

American Public Health Association recognizing the importance of qualified personnel in the health-serving professions, adopted the following resolution by the Governing Council, American Public Health Association at its 88th Annual Meeting, San Francisco, California - November 2, 1960:

WHEREAS, programs in our educational and training institutions must be strengthened and expanded to meet the critical shortage of adequately trained professional personnel in the health field, and

WHEREAS, financial assistance to these programs is essential if they are to be strengthened and expanded, and

WHEREAS, there is critical need for increased recruitment of competent professional personnel to the field, therefore be it

RESOLVED, that the American Public Health Association supports and endorses sound federal legislation to provide financial assistance to programs for securing needed physical facilities, for strengthening and expanding educational and training programs in qualified institutions, and for scholarships and traineeships as a means of recruitment of needed professional personnel in the health fields.

**CAREER KITS REORGANIZED**

The contents of Career Kits have been reorganized by combining the materials from three kits to two, one for vocational counselors and social workers, the other for students and prospective social workers. New lists to describe the contents of each one have been set up to permit a purchaser to order the whole Kit. Separate items can be ordered individually or in bulk, on another order blank.

Kit #1 now costs \$2.00 (formerly \$1.50), and includes items which would cost \$3.15 if purchased separately.

Kit #2 now costs 50 cents (formerly \$1.00). The handbook describing graduate fellowships and scholarships previously included in the student kit has been taken out to avoid having high school students order the kit in the belief that it will supply information about *undergraduate scholarships*.

College seniors or others planning graduate education for social work may want a list of all sources of financial assistance in graduate schools. Council on Social Work Education publishes such a list biennially under the title **SOCIAL WORK FELLOWSHIPS AND SCHOLARSHIPS IN THE UNITED STATES AND CANADA** at the cost of \$1.00. Prepayment is required on all orders, which enables the Council on Social Work Education to absorb the cost of postage and handling.

# MEETING THE NEEDS OF OUR YOUTH

Excerpts from Remarks of Senator Jacob K. Javits (Rep. - N. Y.)  
Delivered December 7, 1960, at the Fifth Anniversary Celebration  
of The Social Work Recruiting Committee of Greater New York

At the first session of the 87th Congress in January I shall propose a five-year crash program of Federal action to cope with juvenile drug addiction, the increasing need for child day care centers, the growing shortage of trained professional social work personnel and other aspects of the mounting youth problems of our nation as deserving legislative priority.

In spite of the fact that the country as a whole has become increasingly prosperous, the range and scope of welfare needs among our people has grown sharply as the result of combined social and economic pressures. The effect on youth has been alarming. As all of you know, where trained adult supervision is not available, young children are exposed to influences which lead to juvenile delinquency. Hence, the great need which exists to provide suitable day care centers and services for the children of working mothers. This is a national problem which urgently requires Federal aid to stimulate state and local efforts and to buttress the valuable voluntary programs now in effect. The National Conference on Day Care, which was held in Washington last month in which the National Committee on the Day Care of Children took a leading role, highlighted the scope of this vast problem.

Day care is an essential part of the total community approach to the youth problem and well-equipped day care centers adequately staffed by workers trained in the social and behavioral sciences are a "must." There is a very direct relationship between the emotional insecurities that stem from broken homes as well as the frustrations and rootlessness created by the tensions of this nuclear age, and the increasing rate of youth delinquency and crime.

The need is particularly acute in the highly industrialized and commercial cities where the heaviest concentration of welfare cases can be found. Approximately one out of every three workers is a woman and the proportion of young working mothers shows every indication of growing larger each year to meet the needs of our expanding economy. Statistics show that as of April 1959 there were 23,800,000 women in the nation's labor force. In the period between 1948 to 1959, there was an increase of almost four million mothers of pre-school and school-age children in the labor force—children in the age most vulnerable to hazards arising out of the mothers' absence from home.

In spite of community efforts in hundreds of cities, the quantity of day care services is insufficient and the quality of the care often sub-standard. Welfare laws are loosely drawn in many areas. Ill-trained though well-intentioned persons are frequently in charge and health and fire hazards are numerous. Very few communities today offer a well-rounded day care program.

All levels of government must cooperate and combine forces and tackle the broad medical aspects of drug addiction. Thousands who are now outcasts may be rescued from this terrible scourge and become responsible, productive citizens if the right kind of hospital treatment is made available.

Underlying all efforts is a continuing and critical need to provide more and better trained social workers equipped for delinquency control. Schools of social work which train personnel must be helped financially to expand their programs. The gap between the number of trained professional people and the need for their services is widening at an alarming rate. Moreover, salary levels in the profession are relatively low and many of our highly trained professionals are compelled either to find more lucrative positions or to hold outside jobs. Shortages of professional workers have hampered not only the youth programs to which I have referred but also those in health, vocational rehabilitation, and related welfare services.

The social work profession faces the greatest challenge in its history. Many more thousands of social workers than are presently available are needed to fill existing jobs throughout the nation. We need people who can administer as well as carry out the great health and welfare programs. Persons equipped with professional social work methods and skills will also be called on increasingly to participate in our foreign service responsibilities, particularly in connection with international welfare activities. More and more college students must be attracted into the profession and school facilities for training, which now graduate about 2,000 workers a year, must be expanded. The efforts of the Social Work Recruiting Committee of Greater New York which has been successful in interpreting social work as a profession in fifty-two colleges, two hundred high schools and fifty summer camps, and has been responsible for hundreds of young people choosing social work as a career, should set an encouraging example and stimulate the establishment of similar groups in other parts of the country.

Research into social work problems must also be increased to provide the facts on which creative planning and programs can meet additional welfare needs of our people. Our society can no longer afford to have horse-and-buggy facilities to meet the youth and welfare needs of the jet age when the most critical resources of all for freedom is at stake—our youth.

---

## TASK FORCE REPORTS ON HEALTH AND SOCIAL SECURITY

A report to President-Elect Kennedy on January 10, 1961 by the Task Force on Health and Social Security makes recommendations for the improvement of services for the new administration to carry out. These recommendations, amplifying Senator Javits' statement, recognized the concerns of the American people for the improvement of medical and health programs and services for families, children and older persons.

The Task Force, under the Chairmanship of Wilbur J. Cohen, then Professor of Public Welfare Administration,

(Continued on page 20)



# ORGANIZATIONS SPONSORING 1961 SUMMER WORK POSITIONS FOR COLLEGE STUDENTS

**Editor's Note** The following communities have summer work programs for college students which will be available for the summer of 1961. Individuals desiring specific information should write directly to the sponsoring organization. It should be noted that this list is not complete since an organization is included on the basis of notification to the Council on Social Work Education. Additional information about opportunities in some other communities may be secured through your local community welfare council, united fund, community chest, and local public welfare departments. Further information provided to CSWE on these programs will be published in subsequent issues of *Social Work Education*.

## FOR INFORMATION WRITE TO:

Carl Adams, Commissioner  
State Department of Public Welfare  
LITTLE ROCK, ARKANSAS

Frank M. Craft, Acting State Director  
State Department of Public Welfare  
P. O. Box 989  
JACKSONVILLE, FLORIDA

Miss Russell Brinson, Director  
Personnel Services  
State Department of Public Welfare  
ATLANTA, GEORGIA

Maxine E. Miller, Director  
Careers in Social Work  
Room 700  
123 West Madison Street  
CHICAGO 2, ILLINOIS

Mrs. Mary Evelyn Parker, Commissioner  
State Department of Public Welfare  
P. O. Box 4065  
BATON ROUGE, LOUISIANA

Stephen P. Simonds, Director  
Bureau of Social Welfare  
State Department of Health and Welfare  
AUGUSTA, MAINE

Mrs. Leona L. Riskin, Director  
Social Work Careers Program  
3 Walnut Street  
BOSTON 8, MASSACHUSETTS

Mary C. Olsen, Director  
School Program on Community Services  
United Community Services of Metropolitan Detroit  
51 West Warren Avenue  
DETROIT 1, MICHIGAN

M. H. Brooks, Commissioner  
State Department of Public Welfare  
JACKSON, MISSISSIPPI

Frank Woods, Director  
State Division of Public Welfare  
LINCOLN, NEBRASKA

Ralph Garber, Coordinator  
New Jersey State Committee for Careers in Social Work  
Rutgers University  
Graduate School of Social Work  
NEW BRUNSWICK, NEW JERSEY

Mrs. Betty H. Andersen, Executive Director  
Social Work Recruiting Committee of Greater New York  
105 East 22nd Street  
NEW YORK 10, NEW YORK

Edward D. Behrs, Director  
Careers in Social Service Work  
70 North Water Street  
ROCHESTER 4, NEW YORK

Glenn H. Jahnke, Assistant Director  
Public Welfare Board of North Dakota  
BISMARCK, NORTH DAKOTA

S. Margaret Davis, Director  
Careers in Social Work  
312 West 9th Street  
CINCINNATI 2, OHIO

Mrs. D. Reynold Gairing, Director  
Careers in Social Work  
The Welfare Federation  
1001 Huron Road  
CLEVELAND 15, OHIO

Jeanne Jewett, Administrator  
State Public Welfare Commission  
PORTLAND 1, OREGON

Philip L. Turner, Director  
Careers in Social Work  
Room 420  
Suburban Station Building  
PHILADELPHIA 3, PENNSYLVANIA

Katrine Nickel, Director  
Careers in Social Work  
Health and Welfare Association of Allegheny County  
200 Ross Street  
PITTSBURGH 19, PENNSYLVANIA

Albert P. Russo, Director  
State Department of Social Welfare  
PROVIDENCE, RHODE ISLAND

John H. Winters, Commissioner of Public Welfare  
State Department of Public Welfare  
AUSTIN, TEXAS

John J. Wackerman, Commissioner  
State Department of Social Welfare  
MONTPELIER, VERMONT

Richard G. Lawrence, Ass't. Professor  
School of Social Work  
University of Washington  
SEATTLE 5, WASHINGTON

# The Development of Social Work Programs In the California State Colleges\*

by

J. M. Wedemeyer, Director  
California State Department of Social Welfare

This opportunity is appreciated to urge support of the recommendation of the Advisory Committee on Social Welfare Education which relates to the development of social work programs in California state colleges at both the undergraduate and graduate level.

The State Department of Social Welfare and the 58 county welfare departments supervised by it, are today the employers of the largest number of social workers in the state. In a manpower study made 10 years ago of positions in the public assistance program, California rated second with 2,068 employed social workers following New York with 4,343 workers. These figures excluded clerical and all supervisory personnel. This relationship probably has not changed in the past 10 years. California today employs 3,030 public assistance workers.

California's State Legislature spelled out its philosophy as to the principles of social welfare administration in the Welfare and Institutions Code in clear and concise language. Without quoting the many sections which give direction to the State Department of Social Welfare, it is fair to summarize by saying these principles are reflected in the following way:

1. Each person has within himself some potential power and strength to contribute to the well-being of society and of himself.
2. Society has a responsibility to assure the individual in need that his personal and family rights will be protected and preserved.
3. Society has a responsibility to provide equality of opportunity for the realization of whatever potential exists within the individual.

These principles and the legislative statements from which they are derived add up to a clear public policy that welfare activities must be directed toward the specific objectives of income maintenance, protection, prevention of dependency and rehabilitation so as to promote the general welfare of the state.

In the year 1958-59, \$515 million was spent by public welfare agencies in an attempt to achieve these objectives. Of this amount only \$55 million was spent on administration and services. This year California expenditures will be in excess of \$550 million. The quality of personnel employed in this task has not changed substantially in the last 15-20 years.

Thus, in considering the basic philosophic principles by which public assistance is to be administered in this state and the large expenditure of public funds handled by the departments annually, it is no wonder that we are seriously concerned with the development of qualified personnel to carry out this responsibility.

It is the great hope of the Social Welfare Department that operations which until now have been geared to es-

tablishing facts pertaining to the receipt or amount of aid (with emphasis upon *what the situation is* rather than *how it can be changed*) can be altered to a more positive one. In the past, extensive use has been made of devices to deter and defer application and receipt of aid in contrast to systematic exploration of problems and needs.

It is expected that future development of public aid and service will emphasize and support a better quality, variety and types of activities in which welfare departments may engage. This will require activities which extend beyond casework to other types of social work and related services designed for morale building, for preparing individuals to carry more responsibility, for protecting children in unwholesome parental situations and for adopting and assimilating standards and values not in conflict with the community.

This kind of public assistance program requires qualified personnel. Present standards cannot be accepted — they must be raised.

The present graduate schools of social work in California produce 150 Masters degrees in Social Work a year. By 1965 with great effort on the part of California universities we might hope for 300 graduates a year.

From a current study carried on in this department with a total of 3,030 county public assistance workers, about 100 are professionally trained. This is 3 per cent of the social work staff. In order to meet an optimum of professional family service counseling estimated as needed to give proper attention to resolution of problems which otherwise will prolong or increase future dependency, a total of 1,043 trained workers are needed on a current basis.

By 1970 we predict a need for 5,016 employees in county public assistance social work functions. With the shift in emphasis there will be more need for people with full professional training.

In the face of needs for careful planning and preparation to meet such future requirements, attempts have been made to project a modest program under which hopefully by 1970 something close to the quality and distribution of staff best able to serve the public interest can be achieved. Concern here is with a level of service producing better results for the public at the least cost possible.

Some figures from these projections will underscore the importance of State Board of Education favorable action on the recommendations:

#### First, staff needs: (See Table I)

The Department currently has a total of 3,030 public assistance workers. Of these 2,834 (94%) should have Bachelor's degrees. We should increase the present 100 workers with Master's degrees in social work to 196 or 6 per cent of the total.

\*Released July 13, 1960 after presentation to the State Board of Education.

By 1965 staff needs will have increased to 3,730. By that time we ought to have about 19 per cent (727) with their Master's degrees in social work. The other 81 per cent (3,003) would have Bachelor's degrees. Hopefully a third of these would have had some social work education and/or specific in-service training.

In 1970 we would hope to have increased the qualified group to 28 per cent (1,442). The total estimated requirement of 5,016 would still have 3,594 (72%) for which Bachelor's degrees would be needed. Of these 59 per cent (2,123) should have specific preparation in social work through either social work courses or in-service training.

are the fields which draw most of the present output of professionally trained personnel.

The findings of the Advisory Committee of Social Welfare Education gave some estimates with respect to the needs of the State Department of Social Welfare as well as the county welfare departments for social work personnel of all kinds, including supervisory and administrative, and covering all programs.

These showed that in order to maintain the current level of service, 1,390 new social workers must be recruited annually between now and 1965. Assuming a 3 per cent increase in level of service, the total of new

TABLE I

PROJECTED SOCIAL WORKER NEEDS IN PUBLIC ASSISTANCE IN CALIFORNIA  
BY LEVEL OF PREPARATION (ON PAYROLL)

Year	Bachelor's Degrees	One Year of Social Work Graduate Study (or) In-Service Training	Total	Bachelor's Degree Personnel % of Total	Total	Master's Degree Social Work % of Total	Total Social Work Personnel
1960	2,594	240	2,834	94%	196	6%	3,030
1965	1,947	1,056	3,003	81%	727	19%	3,730
1970	1,471	2,123	3,594	72%	1,422	28%	5,016

Now, however, turn to recruitment. The conservative nature of these figures is underscored in that they are based on the assumption that turnover or replacement rate can be reduced by about one half.

To meet the above projections, taking into account replacement needs as well as those needed for the new pattern of assignments, we would have to average through 1970, 971 new workers a year. An average of 759 of these would have Bachelor's degrees. An average of 212 (41% more than the total now produced by California graduate schools) would have Master's degrees in social work. (See Table II).

social workers to be recruited annually during this period is increased to 1,940.

It is surely obvious not only to those concerned with welfare administration that we are facing a serious problem in recruitment.

It is urgent that favorable consideration be given to the establishment of new graduate schools of social work in California state colleges, and the development of an undergraduate major in the balance of those schools which do not now offer it.

Personnel in welfare administration recognize their

TABLE II

NEW PERSONNEL NEEDED FOR SOCIAL WORK POSITIONS  
IN PUBLIC ASSISTANCE FOR REPLACEMENTS  
AND NEW ASSIGNMENT PATTERNS IN CALIFORNIA  
(RECRUITS)

Year	Total New Personnel	Bachelor's Degrees Number	%	Master's Degrees in Social Work Number	%
1960	933	805	86%	128	14%
1965	941	720	77%	221	23%
1970	1,038	751	72%	287	28%
Average	971	759	78%	212	22%

These figures represent needs for public assistance only. If one takes into account the number of additional qualified persons required for such special services as child welfare, adoptions, and medical-psychiatric social work, the number becomes substantially larger. These

responsibility in the training requirement of graduate students. The social welfare agencies must serve as the workshops for learning. This is a vital part of the training program and the public agencies will cooperate in every way possible.





The Eastern College Personnel Officers presented a citation through Mrs. Betty H. Andersen, Executive Director, Social Work Recruiting Committee of Greater New York on October 3, 1960 to the National Association of Social Workers. The citation reads "The ECPO commend the NASW for its publications concerning the profession of social work. The ECPO Projects Committee finds this material to be well presented, informative, and extremely helpful to young people considering this career field."

The award was made to the professional membership organization in behalf of the several organizations which develop recruitment materials. Prominent in the display are the Council on Social Work Education career pamphlets, handbook on *Social Work Fellowships and Scholarships*, recruitment issues of *Social Work Education* and related materials.

Bureau of Public Assistance (Continued from page 11)  
medical care and health services for needy persons and for the elderly who cannot pay for necessary medical care in addition to their usual living costs.

#### OPENINGS IN RESEARCH POSITIONS

The Bureau is improving and expanding its research program to meet its increased responsibilities in the medical care area and to provide a base of knowledge for strengthening practice in public assistance agencies and the effectiveness of the public assistance programs in meeting needs. The research division conducts studies, advises other groups on studies, and assists State public assistance agencies in developing and strengthening their research programs. Projected studies will be directed toward compiling and assembling information from State public assistance agencies; designing studies to be made available for use of State or other; and developing new research methods or adapting research methods developed in other fields for studies in public assistance.

#### QUALIFICATIONS AND SALARIES

The new opportunities for a career in Federal public welfare should be especially stimulating to social workers. The Bureau of Public Assistance has a broad mission and high goals in its work with State public assistance agencies.

Experience in supervision, administration or consultation in social welfare fields including welfare experience in medical care programs or public assistance

programs may now qualify a social worker for a Bureau position. Social research experience in public assistance, other social welfare or health programs may open the door to important research positions. A person may also be qualified by his experience in broad administration or policy development, although his work has not been directly in public assistance.

The new positions will range in grade from GS-9, with an annual salary beginning at \$6,435, through GS-14, paying \$12,210 for the first step in this grade. They will be located in the Department of Health, Education, and Welfare in Washington, D. C., and in the Bureau's regional offices.

#### WHERE TO OBTAIN DETAILED INFORMATION

Details concerning positions with the Bureau are given in the U. S. Civil Service Commission's *Examination Announcement No. 251*, December 13, 1960, and its supplement, prepared by the Bureau of Public Assistance. These materials and appropriate application forms may be obtained by writing the Board of U. S. Civil Service Examiners, Bureau of Public Assistance, Department of Health, Education, and Welfare, or any first-class post office, and any of the nine regional offices of the Department of Health, Education and Welfare.

The examination itself is of the "unassembled" type. The candidate is to submit a Federal Standard Form No. 57, which focuses, for the most part, on the applicant's experience and training. Each application will be rated in the Bureau of Public Assistance by a Board of Civil Service Examiners.

# STUDENT SUMMER EMPLOYMENT

by

Roy A. Wolford, M.D.  
Deputy Medical Director, Veterans Administration  
Department of Medicine and Surgery

## PURPOSE

The Veterans Administration authorizes and provides instructions for summer employment of high school, college, and medical students in positions, in such services as dietetics, fiscal, housekeeping, medical record library, medical research, personnel, pharmacy, physical medicine and rehabilitation, psychology, registrar and medical administrative, social work, special service (recreation, library), dental and supply.

## GENERAL

The potential advantages of summer employment of students are many, for both the employee and the VA. The VA not only secures temporary services as needed in the appropriate fields but develops a resource for future career employees from well-qualified students. The opportunities afforded students in addition to gainful employment include orientation to the VA organization and personal knowledge of work situations in a medical setting. This practical, on-the-job experience can have far-reaching effects in formulating vocational aspirations, goals of educational attachment, interest in VA training programs, and ultimate career employment with educational institutions leading to mutual rewards in scholastic attainments and satisfying vocational placement.

## RECRUITMENT

With the above purposes in mind, stations should actively recruit from among students at the local colleges and high schools for summer employment. The schools should be supplied with application blanks and information regarding the program. Central Office will assist in nation-wide publicity.

## ASSIGNMENTS

Assignments should serve a useful purpose to the VA and be compatible with the individual's qualifications and vocational objectives. Duties should be performed under supervision to the extent deemed appropriate in each case by the chief of service. However, student employees should not be assigned responsibilities in direct patient care for which their experience or skill does not yet qualify them. Proper utilization and supervision is very important to mold the student in his first work experience and stimulate a desire for further education service in the health fields.

## APPLICATION

Application for Federal Employment, Standard Form 57, will be required. It should be submitted to the personnel office of the VA station where the candidate wishes to work.

## SELECTION

The Chief of Service, upon selection of an applicant will forward Forms 57 and 52 to the Personnel Officer who will notify the prospective appointee when and where to report for processing.

## EMPLOYMENT REQUIREMENTS & DETERMINATIONS

1. Authority Section 411(a), Title 38 USC
2. Type of Appointment—temporary, full-time or part-time, not to exceed 90 days.

### 3. Qualification-Pay Rate Scales—Hourly Rate

Third year high school students

\$1.43 (GS-1, Step 1 equivalent)

High school graduates \$1.57 (GS-2, Step 1 equivalent)

First and second year college students

\$1.69 (GS-3, Step 1 equivalent)

Third year college students

\$1.81 (GS-4, Step 1 equivalent)

Fourth year college students

\$1.95 (GS-5, Step 1 equivalent)

Postgraduate students \$2.16 (GS-6, Step 1 equivalent)

Note: Academic levels are cited in terms of achievement. For example, the student who has completed his third year of high school is paid at a rate of \$1.43 per hour.

4. Age Limits in the employment of students, provisions of applicable State laws should be applied with respect to minimum age limits and working hours.

5. Duties—these positions are not subject to the Classification Act and position descriptions are not required. However, position descriptions comparable classified positions may be used as a guide in properly assigning duties.

6. Security Clearance—not required.

7. Leave—subject to provisions of the Annual and Sick Leave Act of 1951, as amended.

8. Compensation for Injury—eligible for benefits.

9. Social Security—covered.

10. Group Life Insurance—not eligible.

## DELEGATED AUTHORITY

Managers are delegated authority to appoint candidates as outlined in this circular.

## FUNDS

Available station funds must be used to pay students for summer employment. If use of 8200 funds is appropriate, appointment of students for medical research activities will be approved by the station Research and Education Committee. 8300 funds are not to be used for summer employment of students. This employment has no relation to authorized training programs or clinical clerkships under paid or WOC, students receive schools credits from affiliating universities.

## SEPARATION

These student employees may be separated at any time when it is determined by the chief of the service that performance or personal adaptability is not satisfactory, or services are no longer required. Current instructions for termination of temporary ninety day employees appointed under 38, USC, 4114(a) will be followed.

## RESULTS

There is a great deal of interest in summer employment of students, and at the end of the season stations may be requested to report on the results of their experience.

## REPORT ON CAREERS UNLIMITED

by

Mary C. Olsen

Director, School Program

United Community Services of Metropolitan Detroit

The 1960 project, *Careers Unlimited*, was again sponsored, as in 1958 and 1959, by the Institute for Economic Education, Inc. and the Detroit Public Schools in cooperation with business, industrial and professional organizations. This event, which lasted five school days, provided opportunity for high school students to obtain first hand information about an occupation or profession. Eleventh-grade students in the Detroit Public High Schools selected, with the guidance of their school counselors, their areas of chief interest for visits and conferences. They made their choices from a list of 70 or 80 occupations and professions.

**Exhibit Space**—A room at the United Community Services building was set aside for the week for these conferences. Materials used for display purposes were enlarged action shots of clients and agency workers, mounted charts, books, pamphlets, brochures, job briefs, and recruitment leaflets.

**Use of Film SUMMER OF DECISION**—The recruitment film, *SUMMER OF DECISION*, prepared and produced by the Council on Social Work Education, was used each morning during the conference. Since this was the first year that the film was available, it provided additional material and considerable interest for the students over and above other materials available.

**Give-away Materials**—Locally prepared materials: "Helping People Can Be Your Career;" "Your Community Needs You—Be a Student Volunteer;" "Job Brief On Social Work;" were used again this year as give-away materials. The leaflet, "Should You Be a Social Worker," published by the New York Life Insurance Co., was also used. All students received copies of the above leaflets because they explain the general field of social work. Pamphlets on all specialized fields were available for all students who were interested in particular fields of social work.

**Number of Students Who Attended**—Eighty-two students, nine of whom were boys, attended these sessions. Groups varied in size from eight to thirty-four. While the majority of the students were 11th graders, a few 12th graders attended.

**Social Work Consultants Scheduled By Wayne State University School of Social Work Alumni**—The cooperation of the Alumni Association of the Wayne State University School of Social Work was greatly appreciated. The Board of directors scheduled at least three social workers to act as social work consultants each morning of the conference.

In commenting on the Detroit report, Henry N. Sachs, Chairman, National Citizens Committee on Careers in Social Work says, "The National Citizens Committee is hopeful that the Detroit Chapter of the National Association of Social Workers' efforts in recruitment, the citizen interest developed through the UCS program, and the agencies feeling the urgency of the personnel shortage will combine to produce in Detroit a community-wide career program similar to those now operating effectively in other major cities."

Round-Up (Continued from page 8)

### SPECIAL EVENTS

Under the sponsorship of Cleveland Careers in Social Work, Junior League and Western Reserve University School of Applied Social Sciences, *Professor's Day* was instituted last spring. Recognizing that many professors, particularly of sociology and psychology, are uninformed about the profession of social work, invitations were extended to the chairmen of sociology and psychology departments in colleges in the Ohio Valley for a one-day meeting.

This meeting was planned to include such topics as common areas of curriculum interest, the undergraduate program as preparation for graduate work, trends in social work and new types of services, scholarships available for graduate training and the like.

Arrangements were made for overnight accommodations. The Junior League financed transportation of the participants and paid all costs of the workshop. Twenty-five professors attended representing 22 colleges. It was considered a successful endeavor, affording an unusual opportunity for bettering the understanding of the social work profession. One professor wrote, "Excellent opportunity for exchanging ideas and learning of new developments in the field of social work, and has renewed my enthusiasm for encouraging more good students to consider social work as a profession."

During the Christmas holidays, a party for college students who came home to Cincinnati for vacation was held to explain the social work profession and give them an opportunity to talk with professional social workers.

The Boston Committee visited many camps in Massachusetts last year where young people were working as counselors. These young people were greatly interested in the possibilities that social work offered them. The Committee recognizes the potential in this effort and intends to continue it on a larger scale.

### Task Force Report (Continued from page 14)

University of Michigan, School of Social Work and now Assistant Secretary-Designate of the Department of Health, Education, and Welfare, pointed out that "in order to achieve the Administration's objective with respect to medical care for the aged as well as the health of the population as a whole, it is essential that the Federal government take prompt action to increase the supply of medical and other health personnel including physicians, dentists, nurses, public health personnel, and social workers."

The Task Force further recommended the creation of a National Institute of Child Health due to the "...the high incidence of mental disease, the terrifying problems of juvenile delinquency, the burden on family and community resources for the care of the mentally retarded, all attest to the need for a concentrated attack on problems of the development of the child. Research into the physical, intellectual and emotional growth of the child is at present severely handicapped by the absence of a central focus for research that exists in other fields such as heart disease and cancer. Within this Institute will be concentrated research workers in the fields of genetics, obstetrics, psychology and pediatrics as well as basic scientists who will channel their efforts into the study of the normal processes of human maturation from conception through adolescence."



# SOME GUIDES TO SOLVING THE SHORTAGE OF SOCIAL WORK PERSONNEL\*

by

Charles B. Brink, Dean  
School of Social Work  
Wayne State University

I am deeply impressed with the thoroughness with which material was prepared in advance by the Council of Jewish Federations and Welfare Funds, the clarity of language and the sense of urgency we all feel about the necessity of filling the many important vacancies in the field of social work with qualified personnel. Most of us are aware that in the 1950 census some 75,000 jobs were classified as social work positions. Only approximately 20% of these positions were filled by persons who were qualified by virtue of their professional education. Although the 1960 census figures have not yet been released, it is safe to assume that the number of social work positions has increased considerably. Some estimates place this figure at 120,000 social work positions. If we use the membership in the National Association of Social Workers as a measure of the number of persons qualified by virtue of their education for social work positions, no more than 22% would be so qualified. In other words, there are approximately 16,000 more jobs which have developed in the past decade than are filled with qualified social workers. It is worthwhile to examine in slightly more detail how this disparity between numbers of positions and numbers of qualified personnel has come about.

## PROBLEM AGGRAVATED BY "POPULATION EXPLOSION"

A sharp increase in the population which has come to be known popularly as "the population explosion" has occurred in the past two decades. There are many more millions of people now in 1960 than there were in 1940 or in 1950 and many of these people are requiring social services. One of the large bulges in this population expansion is in the younger age groups, those persons born since 1940. Professional social workers, however, are drawn from the population as it existed before 1940 and it was during the 1920s to 1940s that low birth rates existed. It is obvious that the group born since 1940 have not yet had time to produce their own professionals to serve their own needs. They are dependent instead upon the professional group born in the decades before 1940. The numerical expansion in population would, in itself, have produced shortages of professional personnel. The fact that professionals are drawn from the period of low birth rates in this country accentuates and makes more severe the problems of personnel shortage. A scarcity of qualified applicants for professional training as well as a shortage of available professional personnel exists in the other helping professions such as nursing, psychology and the like. Even the profession of medicine recently has become alarmed over the fact that colleges of medicine are admitting only one out of three or four qualified applicants whereas as recently as the early 1950s they were admitting one out of every seven to ten qualified applicants.

## PROBLEM ACCENTUATED BY INCREASED DEMAND FOR SKILLED SERVICES

Even if population had remained stationary from 1950 to 1960, there would, in 1960, have been more social work positions than in 1950. There is an increased demand for social services based on the fact that social work and social workers have proven to be both efficient as well as effective. Specifically increased demands for social workers have come about in the various mental hygiene services, including state hospitals and mental health clinics. An increased demand is also being felt all over the country for social workers to enter the corrections field. These are only two of many examples which could be cited.

With the increase of knowledge in both the social and the physical sciences as well as with the shifting distribution of population from one age group to another, new needs requiring new services, new methods requiring new preparation, also have been emerging. The vastly increased demand for services to the aged illustrates a new need which has come about by a shift in the age distribution of the existing population. The greatly increased emphasis upon group counseling, group therapy, upon nursery schools and the like illustrate the development of new methods and new techniques which have evolved from this expanding knowledge.

## FACTORS INFLUENCING CHOICE OF CAREER

In view of these increased demands and in view of the shortage in personnel which exists in all of the helping professions, it is worthwhile to ask "what determines the 'take' for the professions from the available and qualified part of the population?" In other words, what influences a young person to enter the profession of medicine, nursing, psychology or any of the other helping professions as against the profession of social work? The following factors, not necessarily in the order of priority, certainly influence the young person in the choices of profession:

Economic — The amount of income to be expected from the practice of a profession. The security and stability of that income.

The status of the profession — The prestige and importance attached by society to the activities of the profession.

The working conditions to be encountered in the profession — The demands made, the benefits, the atmosphere of the organizational structure in which the profession is to be practiced.

The cost of education — The availability of scholarships and traineeships to help defray the great costs which most professional educations require.

(Continued on page 22)

\*Delivered during the 29th General Assembly, Council of Jewish Federations and Welfare Funds, November 1960, Detroit, Michigan.

(Continued from page 21)

All these factors, and perhaps others, need to be considered in attracting more and better qualified candidates for the profession of social work.

#### EXPERIENCE OF SCHOOLS OF SOCIAL WORK IN THE 1950-1960 PERIOD

In the period immediately following the close of World War II most schools of social work experienced a marked rise in enrollment. This was followed by a decline in enrollment, although the total enrollment during the period from 1950 to 1958 continued to be in excess of enrollment during the war and during the pre-war period.

Since about 1956, enrollment in schools of social work has gone up on the average between five and ten per cent each year.

In 1959 more students were enrolled in schools of social work in the United States than in any previous time. This number was slightly below 5000.

Although enrollment statistics have not yet been fully accumulated, it is predicted that about 5500 students will be enrolled in schools of social work in the United States as of November 1960. This is an encouraging rise, and especially encouraging since the increased number of people born since 1940 have not yet had time to become applicants to schools of social work.

We cannot expect to feel the effects of the population explosion which has occurred since 1940 until about 1963, 1964 or 1965. At that time, if our "take" from the population continues to be the same, or continues to rise, we can expect greatly increased enrollments. Moreover, the increase in enrollments which has already taken place, has occurred in spite of the fact that there is a more demanding curriculum in all the schools of social work, and a correspondingly more rigorous and careful screening of applicants admitted to schools of social work.

#### MOVEMENT TOWARD IMPROVED STATUS FOR PROFESSION

The rise in enrollments in schools of social work reflects the fact that salaries for social workers have risen appreciably, although these salaries are not equal to the levels indicated in the study which was conducted by the Cleveland Welfare Federation, called *Pricing Casework Jobs*.

Furthermore, the impression is that the status of social work has improved notably during the past decade. The indicators for this are the willingness of parents to have their children go into social work, whereas in an earlier day parents tended to discourage their children from following this activity. It appears that social workers are more often being asked to serve on broad community activities, such as social and physical planning than ever before. Another indicator, at least at Wayne State University, is the fact that a larger percentage of students are willing to use their own resources in order to finance a two-year period of professional preparation. These are a few examples which indicate, in my judgment, an improved status for social work in society.

There has been a notable increase in the number of

scholarships and traineeships made available for social workers, both on the federal as well as on the state and local levels. These scholarships have made it possible for more students to undertake the cost of education; by the same token, the increased number of scholarships reflects the improved status of social work in the community.

There is no question but that the stepped-up efforts at recruitment, interpretation, and similar activities have brought social work to the attention of a large number of people, who heretofore were not aware of the vocational and professional possibilities in the field of social work. One example of this kind of activity is shown in the fact that in Detroit the School Advisory Committee which operates as one of the direct services of the United Community Services has participated in a city-wide careers week. Several hundred thousand high school students have attended this career day in the past six or eight years, and even though the low cost social work exhibit has been over-shadowed by the high cost exhibits of the automobile industries, nevertheless, several thousand students have stopped at the social work exhibit to express interest, to leave their names, and to receive literature.

Finally, there is one more factor which has caused some part of this increased enrollment. Our school, and this is probably not unique at Wayne State, is receiving a small but increasing number of applications from persons who have themselves used or been exposed to one kind of social service or another. This was seen first following World War II, when a large number of GI's applied to social work schools, and it was not unusual for a veteran to say he had used the services of a social worker in the Army, had been well treated, had received help, and had then made up his mind that when the war was over he wanted to become a social worker. Applicants who, as children, received help from child guidance clinics, from agencies giving foster care, from family agencies, as well as from public assistance agencies were influenced in their decision to become social workers by their life experiences in relation to these social services. The same is true of applicants who had participated in the programs of group-serving agencies. Probably the group-serving agencies do not fully exploit this opportunity to make known to the members of groups that the social group worker is a professional social worker, and that this kind of professional activity can be a satisfying and rewarding one. Many children decide to become teachers or doctors or nurses because of the experience which they themselves have had in relation to members of these professions. Social work is no different from the other professions.

#### RECRUITING AND SCHOLARSHIP AID NOT ENOUGH

Recruitment efforts and the development of scholarship plans is not enough. At the present moment many schools are at, or are close to, their maximum capacity. They cannot increase their enrollment much beyond what it now is unless there is, first, an increase in the number of field instruction placements available to the school; and second, unless there is an increase in the number of faculty which the schools can afford to employ in view of their present budgets. As a representative of one school, help is needed, not only in recruitment and in the development of scholarship plans, but also in expanding the number of training sites and in securing the necessary

faculty properly to educate the increased number of applicants coming to the schools. The schools of social work are quite aware of the pressing need for more candidates and more students, but schools equally are aware that it will do little good to have more students unless they can be educated properly for their later activities.

Nothing is further from my mind than to discourage the worthwhile efforts that are being engaged in in recruitment and in scholarship plans, but I want merely to point out the other side of this coin, which is that increasing demands will be made upon the schools of social work to handle increased numbers of students.

#### REVISIONS NEEDED IN SCHOOL FACILITIES AND CURRICULUM

The way out of the dilemma just outlined involves a number of approaches or combinations of approaches. In the first place, we must come to a realistic appraisal of the costs of social work education and a realistic plan for the meeting of these costs, to the student, to the community, and to the schools specifically. The increased availability of students will cause many universities to begin schools of social work and there will, as time goes on, be more and more schools of social work across the country. There is an immediate need for more field sites and a vastly increased need for more field instruction placements in the foreseeable future, and the need for more faculty. The schools, however, will need to examine carefully their programs of study, their curriculum, and to make efforts in the direction of offering more variety to include expansion of social group work as well as development of the community organization and administration emphases. Most schools are already aware of the need to develop more fully the research component in their curriculum. It is no longer enough for the schools to draw their teaching from the practice in the field, but through research efforts, schools must carry their share of the responsibility for uncovering new knowledge and synthesizing of this new knowledge and new techniques with the already proven knowledge and techniques now in existence. Schools must continually examine and re-examine their curriculum, be willing to make necessary modifications as the data indicate the need for modification in order to achieve greater effectiveness and greater efficiency in the preparation of professional social work personnel.

#### RETENTION OF STAFF

The *recruitment* of personnel is only one side of the coin as far as the operating agency is concerned. The *retention* of those persons who have been recruited is equally important. It does little good to recruit a staff member only to lose him a year or two later to another field. Just as there are factors influencing the choice of a profession on the part of a student, approximately the same factors influence the decision of a person to remain in the field. The agency which does not pay enough, does not meet, on a competitive basis, the salaries of other fields, will lose staff. The agency which allows its program to become static, non-progressive, and non-challenging will lose its staff to other agencies or other fields which are able to develop more challenging or

more progressive programs. Working conditions and so-called "fringe benefits" such as adequate vacations and sick leave, insurance programs, retirement plans and the like have great holding power potential and need to be considered as carefully as salary scales and programs. There are many hidden costs in rapid turnover of staff. Some of these costs, such as the cost of training and orientation, are fairly obvious. But the damage to on-going agency programs and most of all, the damage to the client group brought about by turnover of staff are not so obvious but, nevertheless, may, in the long run, be the greater cost.

#### SOME EFFECTIVE METHODS OF RECRUITMENT

Consideration should be given to some of the methods which seem to be most effective in the recruitment of personnel for the field of social work. First, and most important, are the local recruitment committees made up of both professional and lay people, which turn their attention to ways of getting information out to potential candidates for social work about the field of social work. Some of these committees have engaged in "summer work programs," which provide an opportunity for college juniors and seniors to have a meaningful work experience in a social agency during the summer. In Detroit such a program has indicated that well over half of those students engaging in a summer work program eventually are admitted to schools of social work and become social workers. The experience of other communities is similar.

There is no need simply to catalog or to list various recruitment activities, such as career conferences, career days, career clubs. What should be highlighted is the importance of high school and college counsellors having available to them attractive and up to date information about the profession of social work so that they can give accurate information to those whom they counsel.

Finally, the social worker is appearing more and more often in plays, novels, short stories, career articles, and especially on net work television programs. The role of the social worker is not always accurately portrayed. When it is, the writer or producer should be complimented, but when the role is not accurately portrayed, as professional social workers and as knowledgeable community leaders, let the writer and the producer know about the inaccuracy.

#### TEACHING VACANCIES FOR 1961-62 AS REPORTED BY THE GRADUATE SCHOOLS OF SOCIAL WORK AND UNDERGRADUATE DEPARTMENTS

A list of teaching vacancies for 1961-62 is now available through the Council on Social Work Education. This list is automatically sent to persons who have registered an interest in teaching vacancies. Copies, however, are available on request to CSWE, without charge, to others who are interested.



# FACT SHEET ON SOCIAL WORK AND SOCIAL WORK EDUCATION

1. Exclusive of education, current expenditures for welfare services in the United States are at the rate of \$32 billion annually. Of this amount not more than \$4 billion is from voluntary funds.
2. There are currently between 100,000 and 125,000 social work positions in the United States. (A more precise figure will be known when the current Bureau of Labor Statistics study is completed in May 1961. The last such study was in 1950).
3. There is a current growing and ever more critical shortage of social workers as is shown by the following facts:
  - (a) There are 56 accredited schools of social work in various universities in the United States. They admit students who have completed their A. B. degree (or equivalent).
  - (b) These schools have currently enrolled (Nov. 1, 1960) some 5179 full-time students. (40% men).
  - (c) Last year (June 1960) 2087 students completed their social work education and received their M.S.W. degrees.
  - (d) These schools have an estimated capacity to enroll approximately 6,000 full-time students without major additions to their teaching staffs.
  - (e) The most careful estimates available (based on sample studies) indicate that there are from 10,000 to 12,000 current vacancies in social work for which funds are available for employment but for which qualified staff cannot be found.
  - (f) The most careful estimates available (based on

sample studies) indicate that 12,000 to 15,000 new persons must be recruited annually to social work to replace those leaving the field, to staff necessary expansion of existing services and to staff new services. This estimate does not include fully the expansion of services urgently required by the rapid growth in population.

4. Only between 20 and 25 per cent of those currently holding social work positions have had any professional education for their work. The public welfare agencies (as for example, public assistance, child welfare, probation and parole) have the smallest proportion of staff with professional education. The significance of this can be realized only when it is known that these agencies must deal with the most difficult human problems in the families and individuals coming to them for help. This lack of skill tends to perpetuate and/or create dependency and fails to provide for urgent preventive measures being taken, particularly in such important programs as Aid to Dependent Children.
5. Two major factors standing in the way of increasing the supply of well prepared social workers are:
  - (a) lack of funds to enable universities to engage faculty for class and field instruction; and
  - (b) funds to help students finance the cost of their maintenance and education for the two year period required.
6. Salaries for social workers are inadequate, improving, but must be raised if they are to be attractive to promising young people selecting a career.

## SUMMER OF DECISION CONSTANTLY BOOKED

**SUMMER OF DECISION**, the Council on Social Work Education recruitment film, continues its wide popularity with high school, college, and adult groups. Since the national premiere in New York City on October 15, 1959, 261,185 people in the United States have attended community showings. (Figures gathered up to January 20, 1961.) This figure is based on actual attendance reports compiled by Association Films, the distributor, from users of the film. Of this number, nearly 49,000 adults have been viewers, among them are parents, guidance counselors, and teachers who are high among the "influencers" of career choices made by young people.

The film has also been shown on television stations 142 times with an estimated audience of over 8 million. The estimate is determined by the number of TV homes in the market area, the number of stations in the market area, the time of day of the telecast and the average number of viewers at the time of the telecast. A high percentage of these telecasts has been on "A" time which is 6:00 p.m. to 7:30 p.m. and 10:30 p.m. to 11:00 p.m. This exceptionally good viewing time is due to an arrangement worked out by Association Films to include **SUMMER OF DECISION** in a special 13 or 26 week educational series called *American Odyssey* for use on public service time. In January 1961, the film was

booked in such widely separated places as Seattle, Washington and St. Thomas, Virgin Islands.

On the community level, many high school and junior high school guidance counselors have requested the film for second and third showings since each semester brings a new audience to the assembly hall. Typical of the hundreds of responses from schools and other community groups are:

High School — Antioch, California  
"Fine for human relations in an important profession. Causes students to think."

Veterans Administration Hospital — Salisbury, N. C.  
"Film used as part of activities, Health Career Day at the VA Hospital. It was well received by undergraduates from seventeen colleges."

High School — Tuscola, Texas  
"This film created more class interest than any other I have shown."

YMCA — Perth Amboy, New Jersey  
"Very excellent film. Sparked interest in ways of entering social work field."

High School — Murray City, Ohio  
"The whole school got something out of it."

5,000  
social  
staff  
nd to  
t in-  
rently

ently  
ofes-  
elfare  
child  
pro-  
e sig-  
known  
ficult  
com-  
per-  
ovide  
rticu-  
ndent

rasing

ngage

their  
ar pe-

prov-  
ive to

eatle,

junior  
e film  
nester  
cal of  
com-

ession.

N. C.  
Day at  
duates

other l

enter-